

Standard 6-5 The student will demonstrate an understanding of the development and the impact of the Renaissance and the Reformation on Europe and the rest of the world.

6.5.6 Explain the principal causes and key events of the Reformation, including conflicts surrounding the Roman Catholic Church, the main points of theological differences, the regional patterns of the religious affiliations involved, and the key events and figures of the Counter Reformation. (P, G)

Taxonomy Level: B 2 Understand/Conceptual Knowledge

Previous/future knowledge:

Previously in 6th grade, students identified key figures of the Renaissance and the Reformation and their contributions, including Leonardo da Vinci, Michelangelo, Johannes Gutenberg, John Calvin, and Martin Luther (6-5.4).

In Global Studies, students will compare the impact of the Renaissance and the Reformation on life in Europe, including the changes in the status of women, the revolution in art and architecture, the causes and effects of divisions in religious affiliation, and the presence of social oppression and conflict (GS-3.1).

It is essential for students to know the basic religious ideas and events that led to the Protestant Reformation. While there were other factors such as the Crusades, changing social and economic conditions, and the Renaissance, which contributed to the Reformation; the critical factor, and the one emphasized in this indicator, was theological. The “flashpoint” that birthed the Reformation was when Luther posted his 95 Thesis opposing practices undertaken by the Catholic Church at that time. Theologically, Luther challenged the basis principle of obtaining salvation (Examples: faith alone vs. faith & “works”; excommunication), the role of the individual in living out his faith (Example: direct access of the believer to God vs. needing an intermediary), and the corruption exhibited by many in the Catholic hierarchy (Examples: the selling of indulgences; excommunication), including the Pope.

Students should be able to identify the basic geographic pattern associated with the Protestant Reformation in Europe. Central Europe (especially the German states) was generally divided between whether to remain Catholic or become Protestant. This is the area where the Reformation began and was the home of early leaders such as Luther, Calvin, and Knox. Beyond that, students should recognize that the northern half of Europe tended to be Protestant, while the southern or Mediterranean half tended to support Catholicism. It should be noted that this regional affiliation often centered around political motivations rather than religion as leaders sought to either maintain their power (those associated with the Pope and the Catholic Church) or to “grow” their own new-found power (those associated with weakening the Pope and his authority).

The initial reaction of the Catholic Church was to try to squelch the Reformation through religious pressure and then political pressure. The political pressure eventually led Charles V (the

Holy Roman Emperor) to declare war on those Germanic kingdoms that had converted to Protestant beliefs. He was unsuccessful in his efforts and the Peace of Augsburg allowed the individual Germanic kingdoms to determine religious affiliations. [Following the pattern noted above, southern Germanic kingdoms tended to be Catholic and northern kingdoms tended to be Protestant. Religious dissidents and even desertion from a country was a new concept at this time brought about by the country's leaders who determined religious identity and then expected the people to follow these same beliefs and practices.]

After this initial response, the Catholic Church also undertook an effort to reform itself – an effort known as the Counter-Reformation. This effort was spear-headed by Pope Paul III's Council of Trent (a group that met over a 20-year period to discuss and enact reforms). Among the most significant reforms from the Council were the establishment of seminaries to train priests and the establishment of new orders such as the Jesuits, who would later lead missionary efforts overseas. Students should also understand that individual nation-states and kingdoms continued to fight over the Catholic/Protestant issue for decades. Often these nations would engage in international wars (example: Thirty Years' War), or in a massive retaliation or persecution of its own citizens (examples: "Bloody Mary" in England; the Spanish Inquisition) as it sought to establish the religious identity of its people.

It is not essential for students to know the specific contents of Luther's Ninety-five Theses, the details of his or Calvin's lives, or the names of Henry the VIII's six wives. It is not expected that students know the dates of specific events associated with either the Reformation or Counter-Reformation but there should be basic understanding of cause-effect and sequencing during this time.

Assessment guidelines: To measure understanding of principal causes and key events of the Reformation, appropriate assessments should require the student to **compare** the doctrines and practices of the Roman Catholic Church with the complaints of reformers such as Martin Luther. As such, students should be able to **summarize** the basic theological concerns of the Reformation. It would be useful to have students **analyze** these issues using a cause-effect model. Appropriated assessment could include using maps to note the religious division of Europe as well as the wars associated with religious division. Students should be able to **evaluate** the response of the Catholic Church to the Reformation and **summarize** the different expressions of this response over time and/or location. It could be useful to have students **compare** the reforms suggested by Luther (and other original reformers) to those eventually undertaken by the Catholic Church.